

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Jane Edwards Community School

District: Charleston County School District

Principal: Mrs. Susan Miles

Superintendent: Nancy McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Summary of demographic information:

Jane Edwards Community School, a Title I school within Charleston County School District, is located on Edisto Island. Our school population consists of 80% African Americans, 9% Caucasian, and 11% Hispanic with a total enrollment of 126 students. We have a 92% poverty rate and a 4% special education population. This year, of the 25 certified staff members, 17 are full-time and 8 are part-time. Five are new to Jane Edwards. All first and second year teachers are involved in the formal evaluation process. Incentives are provided to teachers and students who reach attendance goals, and great emphasis is placed on teacher attendance rates in order to increase prime instructional time. The Power User website and At-Risk Alert System (ARAS) are used to monitor Jane Edwards' at-risk students' attendance, academic performance, and discipline throughout the year.

Jane Edwards Community School received an "Unsatisfactory" rating due to our 2006—2007 performance on South Carolina's Palmetto Achievement Challenge Test (PACT). Along with the core subjects, the state also measures the school's progress on numerous items described in the No Child Left Behind Act to meet Adequate Yearly Progress (AYP). Our African-American students, many of whom are students on free or reduced lunch, have lower scores in ELA and in Math. This impacted our AYP results. These students are the focus of strategies designed to increase student achievement and to improve AYP.

Some of the ways in which we are working to improve our status involve both the district and state levels. On the district level, the new positions of Instructional Resource Teacher (IRT) and Instructional Coordinator (IC) will be invaluable in helping teachers to make improvements in lesson planning and in delivering strong instruction, which is challenging, differentiated, and standards-based. Also on the district level, Measures of Academic Progress (MAP) will continue to be used. MAP is a product of the Northwest Education Association (NWEA). MAP data is derived from administering the tests three times a year to students in grades 2-8. MAP tests correlate with *South Carolina Curriculum Standards* and provide data on instructional needs and success. It is particularly helpful to teachers who have the opportunity to examine the individual progress of each student. The NWEA website notes that the MAP test has an 83% correlation to PACT. The correlation chart indicates that students can be expected to show gains between the fall and spring. The lower the fall MAP scores the higher the predicted gain. For the first time, this useful tool will be available for kindergarten and first-grade teachers.

From the state level, funds have been provided that allow us to engage in more critical professional development as well as to provide resources to both teachers and students. Teachers at Jane Edwards participated in training at the beginning of the school year on *Academy of Reading*. *Academy of Reading* and *Academy of Math* are research-based initiatives that use computer-based programs to provide students with instructional support on skills in which they are weak. All students in grades 3-8 work daily on the *Academy of Reading* and will work three days a week on *Academy of Math* beginning midyear. Teachers use the information gathered from these programs to differentiate their instruction and to create standards-based centers within the classroom. MAP scores provide RIT ranges for each student. Teachers can consult the *DesCartes* manual to see what specific skills students are likely to be weak in based on their RIT range and then create mini-lessons to address those weak areas.

Jane Edwards PACT Trends

3	Math							English Language Arts						
	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv
2003	13	23.1	61.5	15.4	0.0	76.9	15.4	13	38.5	7.7	46.2	7.7	61.5	53.9
2004	11	36.4	45.5	18.2	0.0	63.6	18.2	11	36.4	36.4	27.3	0.0	63.6	27.3
2005	14	7.1	50.0	35.7	7.1	92.9	42.8	12	8.3	33.3	58.3	0.0	91.7	58.3
2006	17	17.6	52.9	17.6	11.8	82.4	29.4	17	29.4	47.1	23.5	0.0	70.6	23.5
2007	12	41.7	50.0	8.3	0.0	58.3	8.3	12	8.3	58.3	33.3	0.0	91.6	33.3
4	Math							English Language Arts						
	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv
2003	11	9.1	45.5	27.3	18.2	90.9	45.5	11	27.3	54.5	18.2	0.0	72.7	18.2
2004	15	53.3	26.7	13.3	6.7	46.7	20.0	15	46.7	26.7	26.7	0.0	53.3	26.7
2005	11	36.4	36.4	18.2	9.1	63.6	27.3	10	50.0	30.0	20.0	0.0	50.0	20.0
2006	16	43.8	43.8	12.5	0.0	56.3	12.5	15	53.3	33.3	13.3	0.0	46.7	13.3
2007	12	16.7	50.0	33.3	0.0	83.3	33.3	12	16.7	66.7	16.7	0.0	83.4	16.7
5	Math							English Language Arts						
	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv
2003	19	31.6	57.9	10.5	0.0	68.4	10.5	19	36.8	63.2	0.0	0.0	63.2	0.0
2004	12	25.0	33.3	33.3	8.3	75.0	41.6	12	16.7	66.7	16.7	0.0	83.3	16.7
2005	14	35.7	50.0	7.1	7.1	64.3	14.2	13	30.8	46.2	23.1	0.0	69.2	23.1
2006	10	50.0	30.0	10.0	10.0	50.0	20.0	10	50.0	40.0	10.0	0.0	50.0	10.0
2007	14	35.7	64.3	0.0	0.0	64.3	0.0	14	64.3	28.6	7.1	0.0	35.7	7.1
3	Science							Social Studies						
	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv
2003	13	61.5	23.1	15.4	0.0	38.5	15.4	13	30.8	46.2	23.1	0.0	69.2	23.1
2004	11	45.5	36.4	9.1	9.1	54.5	18.2	11	45.5	45.5	9.1	0.0	54.5	9.1
2005	14	42.9	35.7	21.4	0.0	57.1	21.4	14	21.4	78.6	0.0	0.0	78.6	0.0
2006	17	76.5	23.5	0.0	0.0	23.5	0.0	17	35.3	47.1	17.6	0.0	64.7	17.6
2007	7	85.7	14.3	0.0	0.0	14.3	0.0	na						
4	Science							Social Studies						
	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv
2003	11	36.4	54.5	0.0	9.1	63.6	9.1	11	72.7	18.2	9.1	0.0	27.3	9.1
2004	15	53.3	40.0	0.0	6.7	46.7	6.7	15	46.7	40.0	13.3	0.0	53.3	13.3
2005	11	81.8	9.1	0.0	9.1	18.2	9.1	11	54.5	36.4	9.1	0.0	45.5	9.1
2006	15	66.7	20.0	13.3	0.0	33.3	13.3	15	46.7	53.3	0.0	0.0	53.3	0.0

2007	12	75.0	16.7	8.3	0.0	25.0	8.3	12	58.3	41.7	0.0	0.0	41.7	0.0
	Science							Social Studies						
5	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv	Tested	BB	BA	PF	AD	Met Std.	Pro/Adv
2003	19	52.6	42.1	0.0	5.3	47.4	5.3	19	36.8	57.9	0.0	5.3	63.2	5.3
2004	12	41.7	33.3	25.0	0.0	58.3	25.0	12	50.0	33.3	8.3	8.3	50.0	16.6
2005	14	42.9	42.9	14.3	0.0	57.1	14.3	14	71.4	28.6	0.0	0.0	28.6	0.0
2006	10	70.0	20.0	0.0	10.0	30.0	10.0	10	80.0	10.0	10.0	0.0	20.0	10.0
2007	7	71.4	28.6	0.0	0.0	28.6	0.0	7	85.7	14.3	0.0	0.0	14.3	0.0

Summary of Process:

Consideration was taken of the MAP and PACT scores of the last few years. Strengths were noted in Writing. Science stood out in all grades as a major weakness. Discussions with teachers centered on vocabulary and reading informational texts at appropriate reading levels.

The goals were the result of extensive data analysis and conversations with the teachers, the IRT, IC, and a few parents. Discussions included resources or lack thereof, use of instructional strategies, differentiation, and the transition from hands-on to testing. Individual data conferences will be held by the principal with all teachers each semester to review student performance.

Goal 1:

By April 1, 2009, 30% of the students in grades three through five will increase their independent reading level by at least one year as measured by MAP (Measures of Academic Progress) RIT/BAND scores.

Goal 2:

By April 1, 2009, student achievement for 75% of students in grades three through five will demonstrate a mastery score of 80% or more on each of the four science unit-based benchmark tests in Macmillan/McGraw Hill Standards Test Preparation Booklet, 2008 Edition.

Goal 3:

By April 1, 2009, 30% of students in grades three through five will increase math scores by at least one RIT BAND from Fall 2008 MAP (Measures of Academic Progress) to spring 2009 MAP.

Narrative:

The goals outlined in this plan will enable Jane Edwards Community School to meet the needs of students, thereby increasing student achievement. The consistent monitoring of student progress through MAP (Measures of Academic Progress) and other assessment tools will help determine the needs and strengths of students. Analyzing our data will enable us to more effectively address individual student needs. Students will receive intense remediation in their areas of need and concentrated instruction in areas of strength with the goal of moving all forward. The differentiated instruction and progress monitoring are essential for the school to show growth in student achievement. Additionally, data will guide planning for staff development offered by the IRT and IC, thus enabling us to improve on methods we are using (i.e., 6+1 Trait Writing, differentiated instruction, Revised Bloom's, science journals, etc.).

We believe the student goals, along with the goals of the principal and district contained in this plan will help bring about dramatic improvement in student achievement, thus meeting expected progress. Goals were derived from the PACT data areas highlighted in red in the charts above.

Revisions:

Student Achievement Focused Goals 1-3 were rewritten based on analysis of 2007 test scores and new school-based personnel including a new principal. The Principal's Instructional Leadership Focused Goals were rewritten to align more closely with the academic goals developed for the Student Achievement Focused Goals and that show the principal's strategies to directly support student achievement through academics. The District Administrators' Instructional Leadership Focused Goals to Increase Student Achievement 1-2 were rewritten to align with the academic goals developed for the Student Achievement Focused Goals and the Principal's Instructional Leadership Focused Goals. District Administrators' Instructional Leadership Focused Goal #3 was eliminated since it is a state mandate and was replaced with an academic goal that indicates the district's responsibilities in establishing a direct, positive impact on student achievement and that supports the school's FSRP.

School Timeline

August

STAR testing
Academy of Reading training
PBIS training
Initial benchmarking

September

Weekly teacher observation visits
Fall MAP Testing/Reports
Leadership Team meets 1st Wednesday
Faculty meeting 2nd Wednesday
PBIS/PD meeting 3rd Wednesday
Cluster meeting 4th Wednesday

October

Weekly teacher observation visits
Leadership Team meets 1st Wednesday
Faculty meeting 2nd Wednesday
PBIS/PD meeting 3rd Wednesday
Cluster meeting 4th Wednesday
Education Technology Coordinator (ETC) provides PD to students and staff
District Gifted and Talented (GT) Coordinator and/or English to Speakers of Other Languages (ESOL) Coordinator present strategies to staff
District science coordinator meets with science staff
District media coordinator provides science-related book list

November

Weekly teacher observation visits
Leadership Team meets 1st Wednesday
Faculty meeting 2nd Wednesday
PBIS/PD meeting 3rd Wednesday
Cluster meeting 4th Wednesday

September-November

One formal teacher observation as required by the ADEPT program, which is required by the State Department of Education

December

Weekly teacher observation visits
Winter MAP Testing
Leadership Team meets 1st Wednesday
Faculty meeting 2nd Wednesday
PBIS/PD meeting 3rd Wednesday
Cluster meeting 4th Wednesday

January

Weekly teacher observation visits
STAR Testing
Teacher conversations about student progress
Leadership Team meets 1st Wednesday
Faculty meeting 2nd Wednesday
PBIS/PD meeting 3rd Wednesday
Cluster meeting 4th Wednesday
District science coordinator meets with science staff to follow up from initial visit

February

Weekly teacher observation visits
Leadership Team meets 1st Wednesday
Faculty meeting 2nd Wednesday
PBIS/PD meeting 3rd Wednesday
Cluster meeting 4th Wednesday

December-February

One formal teacher observation as required by the ADEPT program, which is required by the State Department of Education

March

Weekly teacher observation visits
Spring MAP Testing
Leadership Team meets 1st Wednesday
Faculty meeting 2nd Wednesday
PBIS/PD meeting 3rd Wednesday
Cluster meeting 4th Wednesday
District science coordinator final follow-up with science staff

Strategies:

Implementation of the above will be documented by feedback and written suggestions for improvement to/from teachers and students. The teachers will receive on-going support to ensure the success of students. The principal and district personnel will complete observations throughout the school year which will be documented in writing and on-line.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

By April 1, 2009, 30% of the students in grades three through five will increase their independent reading level by at least one year as measured by STAR Reading scores from Fall '08 to Spring '09.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students will be given access to selected texts based on their identified reading level.	Susan Miles, Principal Mary Hanson, IRT Michelle Kendrick, Media Specialist Classroom Teachers	September 2008	Students will receive high-interest leveled texts on their Lexile reading level at least weekly. Students will write a response weekly to the text read. The teacher will collect student responses and file for quarterly principal review.
Students will be instructed in selected texts on their identified reading level.	Susan Miles, Principal Mary Hanson, IRT Classroom Teachers	September 2008	Students will receive instruction in using reading strategies and be given opportunities for guided reading practice during daily instruction as evidenced in weekly lesson plans and weekly classroom observations done by either the principal, IRT, and/or IC. Lesson plans will be checked monthly by the principal.
Students will be given computer-generated practice targeted to their areas of deficiency.	Susan Miles, Principal Mary Hanson, IRT Classroom Teachers Eulonda Mitchell, Computer Assistant	September 2008	Students will receive daily tutorials using the program <i>Academy of Reading</i> in order to address areas of deficiency. The teacher will review cumulative reports to determine student mastery level and the need to re-teach. The teacher will maintain progress reports in a notebook which will be checked quarterly by the principal.
Students will participate in the Accelerated Reader program to improve reading skills.	Susan Miles, Principal Mary Hanson, IRT Classroom Teachers	September 2008	Students will participate at least weekly in the Accelerated Reader program. Teachers will monitor and record student progress to share at monthly cluster meetings.
After each MAP testing, the results will be used to plan differentiated instruction.	Susan Miles, Principal Mary Hanson, IRT Classroom Teachers	September 2008	Students will be placed in flexible groups based on their assessment scores on MAP. These groups will meet at least weekly and will receive differentiated instruction by the classroom teacher or IRT. Weekly documentation will be maintained within teachers' lesson plans. The principal will check lesson plans monthly.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2:

By April 1, 2009, student achievement for 75% of students in grades three through five will demonstrate a mastery score of 80% or more on each of the four science unit-based benchmark tests in Macmillan/McGraw Hill standards Test Preparation Test Booklet, 2008 Edition.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students will engage in inquiry learning using FOSS Science Kits that address grade level standards.	Susan Miles, Principal Mary Hanson, IRT Mary LaRoche, IC Classroom Teachers	September 2008	Students will work with partners or small groups to explore science lessons using process skills. They will record responses in science journals. The teacher will document evidence in weekly lesson plans and/or in teachers' grade books. The principal will monitor lesson plans monthly and review science journals quarterly.
Teachers will emphasize the process skills as students are guided through science explorations.	Susan Miles, Principal Mary Hanson, IRT Mary LaRoche, IC Classroom Teachers	September 2008	Students will be involved in using the process skills while working with hands-on exemplary science materials. The teacher will document evidence weekly in lesson plans and/or grade books. The principal will review lesson plans monthly.
Students will participate in science review activities with resources provided by the District or in "Challenge the PACT" science sessions.	Susan Miles, Principal Mary Hanson, IRT Mary LaRoche, IC Classroom Teachers	September 2008	Grade level groups will participate in science reviews or in "Challenge the PACT" science sessions at least monthly. The teacher will document evidence in monthly lesson plans. The principal, IRT, and/or IC provided by the district will conduct monthly observations.
Students will read non-fiction texts that are aligned to content and designated student independent reading levels.	Susan Miles, Principal Mary Hanson, IRT Classroom Teachers Michelle Kendrick, Media Specialist	September 2008	Nonfiction texts on students' reading levels as well as weekly classroom read-alouds will be used to supplement content and encourage writing in Science journals. The teacher will document evidence in weekly lesson plans and student reviews in their science journals. The principal will check lesson plans monthly and science journals quarterly.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3:

By April 1, 2009, 30% of students in grades three through five will increase math scores by at least one RIT BAND from Fall 2008 MAP (Measures of Academic Progress) to Spring 2009 MAP.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students will be provided with computer-generated practice during sessions in the computer lab.	Susan Miles, Principal Mary Hanson, IRT Mary LaRoche, IC Classroom Teachers Eulonda Mitchell, computer assistant	January 2009	Students will receive daily tutorial on <i>The Academy of Math</i> in order to address areas of deficiency. The teacher will review reports to determine student mastery and record successfully completed lessons using the <i>Academy of Math</i> -generated reports to determine student mastery levels. Direct instruction will be provided in the lab by the teacher and/or lab assistant as needed. Progress reports will be kept in a notebook maintained by the teacher and checked quarterly by the principal.
After each MAP testing, the math results will be used to plan differentiated instruction based on student needs.	Susan Miles, Principal Mary Hanson, IRT Mary LaRoche, IC Classroom Teachers	September 2008	Students will receive differentiated instruction based on their math assessment scores on MAP. Teachers will use DesCartes to further assess student deficiencies to address in differentiated lessons. Evidence will be documented in lesson plans checked monthly by the principal and/or anecdotal records kept by the teacher. Informal observations (walk-through) will be conducted at least weekly by the principal, IRT, and/or IC.
Parents will be provided opportunities to learn math strategies to support student learning at home.	Susan Miles, Principal Classroom Teachers	October 2008	Examples of student opportunities may include a Math Night, booths at a PTA meeting, a computer workshop, classroom visits (as requested), or a pamphlet with recommended math activities or math resources. The agenda and sign-in sheets will document the opportunities provided for parents and copies of the handouts will be maintained by the principal.
A math facts drill will occur weekly to enhance math fact automaticity.	Susan Miles, Principal Angelle Beaty, volunteer Classroom Teachers	October 2008	Students will participate in weekly classroom math drills coordinated by a volunteer and /or the classroom teacher. The completed drill sheets will be collected, graded, and recorded on an Excel spreadsheet. Drill sheets will be maintained by the teacher and checked quarterly by the principal.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

To assist with improving student achievement, the principal will provide professional development to 100% of the faculty to ensure by April 1, 2009 30% of the students in grades 3-5 will increase their independent reading level by at least one year as measured by STAR Reading scores from Fall '08 to Spring '09.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will determine the instructional reading level of their students.	Michelle Kendrick, Media Specialist Marsha Korpanty, school psychologist Mary Hanson, IRT	August 2008	Baseline data will be determined through the administration of STAR Reading and DIBELS by selected staff. Results will be recorded on a computer-generated form maintained by the teacher and results will be reviewed quarterly by the principal.
Professional development opportunities will be provided on a monthly basis to the faculty.	Marsha Korpanty, school psychologist Mary Hanson, IRT Mary LaRoche, IC	September 2008	Teachers will participate monthly in professional development sessions. An agenda and sign-in sheet as well as a copy of related handouts will be kept by the principal.
The principal will provide resources to teachers that will allow students access to selected texts based on their identified reading level.	Susan Miles, principal Marsha Korpanty, school psychologist Media Specialist	September 2008	Teachers will submit purchase orders to the principal for selected texts needed on a quarterly basis. The principal will keep copies of purchase orders submitted.
The principal will provide opportunities for teachers to share on-going progress in the classroom as well as classroom strategies and incentives used to assist in increasing the independent reading level of the students.	Susan Miles, principal	September 2008	During monthly faculty meetings, selected teachers will share student progress along with a list of strategies and incentives used in the classroom. A sign-in sheet will document attendance at the meeting. A copy of the strategies and/or incentives will be collected or recorded on the agenda by the principal.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:

By April 1, 2009, the principal will facilitate improved instruction in science as evidenced by 75% of the students in grades three through five demonstrating a mastery score of 80% or more on each of the four science unit-based benchmark tests in Macmillan/McGraw Hill Standards Test Preparation Booklet, 2008 Edition.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The principal will ensure the use of FOSS kits in grades 3-5.	Susan Miles, Principal Mary Hanson, IRT Mary LaRoche, IC	September 2008	Students will be provided with hands-on science instruction at least monthly. Evidence will be documented by lesson plans checked by the principal on a monthly basis as well as weekly walk-through classroom observations by the principal, IRT, and/or the IC.
The principal will ensure students participate in science reviews on a regular basis using materials provided by the district.	Susan Miles, principal Classroom Teachers	October 2008	Teachers will conduct science reviews on a monthly basis with students participating in oral discussions and/or written responses in their science journals. Teachers will keep science journals for quarterly principal review. The principal will write a general reflection on the journals read after each quarter.
The principal will provide opportunities for teachers to collaborate with peers to provide access to multiple strategies to enhance student learning and achievement.	Susan Miles, principal Mary LaRoche, IC	October 2008	Teachers will meet monthly to share strategies for improving science instruction. Teachers will be able to observe peers either on-site or at another school at least two times throughout the school year. Teachers will write brief reflections on meetings attended or on classrooms observed and submit them to the principal after each visit.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1:

By April 1, 2009 the District will provide technical support and instructional resources to the staff to ensure 30% of the students in grades 3-5 will increase their independent reading level by at least one year as measured by STAR Reading scores from Fall '08 to Spring '09.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The Education Technology Coordinator (ETC) for the Ashley River Learning Community (ARLC) will provide professional development to staff and students on the use of educational technology.	Beth Lovett, ARLC ETC	October 2008	Teachers will attend a session about on-line sites that will assist students in increasing their independent reading level. The ETC will provide classroom instruction to individual students and small groups on strategies to increase their reading level at least once a month. Reflection forms will be completed by the ETC, the teacher, and students involved after each visit and submitted to the principal.
Using district personnel such as the Gifted and Talented (GT) Coordinator or on-site teacher and/or the English to Speakers of Other Languages (ESOL) Coordinator or on-site teacher, teachers and students will be taught strategies to help students increase their independent reading level.	Denise Zacherl, GT Coordinator Barbara Fripp, GT teacher Rachel Amey, ESOL Coordinator Susan Kern, ESOL teacher	October 2008	District and/or on-site personnel will be invited to meet with the faculty to present strategies for improving the independent reading level of students. They will meet with students in small groups and present strategies to help them increase their independent reading level. Reflection forms from students, teachers, and district personnel will document the sessions and will be submitted to the principal.
Using the consultant from the district-sponsored <i>Academy of Reading</i> program, teachers will receive suggestions on how to help students improve their independent reading level.	Brooke Neeld, <i>Academy of Reading</i> consultant	August 2008	The consultant will meet with teachers and students on the initial implementation of the <i>Academy of Reading</i> program. The consultant will observe classes in the computer lab as they work with the program over five additional visits throughout the year. She will provide feedback to teachers on their delivery of instruction as well as their student incentive plan. Written feedback from the consultant will also be provided to the principal after each visit

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2:

By April 1, 2009 the district will provide technical support and instructional resources to the teachers to ensure that 75% of the students in grades three through five will demonstrate a mastery score of 80% or more on each of the four science unit-based benchmark tests in Macmillan/McGraw Hill Standards Test Preparation Booklet, 2008 Edition.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The district science coordinator will be asked to meet with science teachers to determine their needs and concerns regarding the delivery of science instruction.	Susan Miles, principal Tammy Kirshtein, Science Coordinator	October 2008	The science coordinator will meet initially with science teachers in grades 3-5 to discuss their needs and concerns in the delivery of science instruction. Reflection forms from the teachers and district science coordinator will be submitted to the principal after the visit.
The district science coordinator will follow up with subsequent meetings in January and March to share strategies and resources to address their initial concerns and support science instruction.	Susan Miles, principal Tammy Kirshtein, Science Coordinator	January 2009	The science coordinator will share/model strategies and resources that will assist teachers in their delivery of science content at least quarterly. Reflection forms from the teachers and district science coordinator will be submitted to the principal after each visit.
The district media coordinator will provide a list of science-related books in the Jane Edwards library that addresses the science standards for grades 3-5.	Susan Miles, principal Michelle Kendrick, Media Specialist Connie Dopierala, District Media Coordinator	October 2008	Teachers will refer to the list of books in the Jane Edwards Media Center when planning science units. Students will be encouraged to check out science-related books weekly from the media center on their designated independent reading level. The media specialist will track the books checked out by science teachers and students.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Palmetto Challenge Achievement Test (PACT)—We utilize this standardized test, as a part of the South Carolina accountability system, to measure student achievement. PACT will be replaced by another statewide assessment tool in the spring of 2009, which has yet to be determined.

Measures of Academic Progress (MAP)—As a part of the District-led initiative, we utilize Measures of Academic Progress (MAP) data. MAP data is derived from the MAP tests given three times a year. MAP tests are based on the national standards and provide us with data on the extent to which our students are meeting South Carolina Standards. It is particularly helpful to the teachers who have the opportunity to examine the individual progress of each student. The Northwest Education Association (NWEA) website notes that MAP test results have an 83% correlation to PACT.

The Academy of Reading—This computer-based intervention is designed to supplement reading instruction for students in grades 3-12, who are below grade level in reading. The intervention focuses mainly on phonemic awareness and phonics skills.

The Academy of Math—This computer-based intervention is designed to supplement mathematics instruction for students in grades 3-12, who are below grade level in mathematics.

Accelerated Reader (AR)—Accelerated Reader is an assessment that primarily determines whether or not a child has read a book. The software provides additional information to teachers regarding reading rates, amount of reading, and other variables related to reading.

Full Option Science System (FOSS) Science Kits— FOSS is a research-based science curriculum for grades K–8. FOSS is also an on-going research project dedicated to improving the learning and teaching of science. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how children think and learn. The kits consist of hands-on science experiments to enable students in grades 3-5 to master science standards.

Challenge the PACT—This set of review workbooks covers state standards on test items that are similar to those found on the current statewide assessment.

Brain POP—This animated educational website provides an array of opportunities for children to improve their skills in several content areas including: Language Arts, Math, Science, and Social Studies.

ETV United Streaming—This video-on-demand service is for all teachers and students. SCETV, SC State Department of Education and United Streaming provide this service. It is a division of Discovery Education. Tens of thousands of videos and images are available through a searchable database.

6+1 Trait Writing—This is an instruction and assessment model to support and improve writing performance. The model uses quality literature to support writing instruction and scoring guides to assess writing performance. This model supports the SC Curriculum Standards.

Coherent Curriculum –The curriculum is a clear, understandable, blueprint that outlines the content children should master at each grade level and for each course. It is a Charleston County School District initiative.

Positive Behavioral Interventions and Supports (PBIS)—This is a program for helping teachers with a proactive and positive approach to classroom management.

STAR Reading—A computer program that determines the reading level of each student, measures individual and class growth, and forecasts results on standardized tests with the accurate, reliable, and efficient assessment students can complete in approximately 10 minutes. STAR originally stood for Standardized Test for the Assessment of Reading.

Dynamic Indicators of Basic Early Literacy Strategies (DIBELS)— DIBELS® are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DesCartes—A tool designed for teachers and principals to simplify the task of translating assessment data into specific skills and concepts. DesCartes maps mathematics, reading, and language usage skills along a continuum of learning, and connects each skill with test score ranges and state standards for all the states. Because DesCartes is organized by achievement level and ties test scores to learning needs, teachers can use student assessment scores to understand exactly which skills and concepts students are ready to learn. DesCartes is also customized and aligned to the goal structures and content standards of every state. This means educators can pair assessment data and DesCartes to see where their students stand in comparison to mandated state goals.

Rasch unIT (RIT)—Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch unIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages.